



**[THE BAYSIDE SCHOOL]**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 26Q031**  
**ADDRESS: 211-45 46<sup>TH</sup> ROAD, BAYSIDE, NY 11361**  
**TELEPHONE: 718-423-8288**  
**FAX: 718-423-8303**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 31      **SCHOOL NAME:** The Bayside School

**SCHOOL ADDRESS:** 211-45 46<sup>th</sup> Road, Bayside, NY 11361

**SCHOOL TELEPHONE:** 718-423-8288      **FAX:** 718-423-8303

**SCHOOL CONTACT PERSON:** Terri Graybow      **EMAIL ADDRESS:** tgraybow@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Kevin Revell

**PRINCIPAL:** Terri Graybow

**UFT CHAPTER LEADER:** Darylle Brent

**PARENTS' ASSOCIATION PRESIDENT:** Nicole Venetis

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 26      **CHILDREN FIRST NETWORK (CFN):** 2.05

**NETWORK LEADER:** Marguerite Straus

**SUPERINTENDENT:** Anita Saunders

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
<b>Terri Graybow</b>	*Principal or Designee	
Darylle Brent	*UFT Chapter Chairperson or Designee	
Nicole Venetis	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Linda Grappone</b>	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kevin Revell	Member/Teacher	
James Graziano	Member/Teacher	
Laura Rice	Member/Teacher	
Adam Brier	Member/Parent	
David Fullman	Member/Parent	
Vinford Mentar	Member/Parent	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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The mission of P.S. 31 is to provide our children with an exemplary educational program in a safe, nurturing, and stimulating environment. We strive to equip each child with experiences that connect classroom learning to real life. Our dedicated staff and involved parents are committed to excellence and are instrumental in educating the whole learner. Together we can make a difference in developing self-confident, literate, life-long learners who will be productive citizens in a technological and culturally diverse world.

P. S. 31 is composed of approximately 551 students in grades Pre-kindergarten through 5. The school is located within a culturally diverse community. The ethnic makeup of our school is 8.3 % African-American, 18.7% Hispanic, 19.6% Caucasian, and 52.5% Asian and others. The largest contingency, other than English speaking, is Korean, followed by Chinese and Spanish.

Almost 18% of our population is comprised of English Language Learners (ELLs) based on the Language Assessment Battery (LAB-R), home language surveys and the New York State English as a Second Language Achievement Test (NYSESLAT).

Students are supported by a highly qualified and experienced staff consisting of a principal, assistant principal 33 teachers, .4 guidance counselor, part time availability of the SBST, one full time nurse, and 6 school aides. There is one full-time parent coordinator. A reliable custodial staff maintains the building efficiently. There are four workers in our kitchen staff providing nutritionally balanced meals for breakfast and lunch.

There are five full-time cluster teachers who enrich the ongoing instruction by providing additional work in art, music, science, computer and physical education. We also have one part-time cluster teacher who supplements our music program with instrumental instruction. Selected students receive ESL, AIS reading, Speech and Language, Hearing Education Services, or SETSS (Special Education Teacher Support Services) as needed. Of the 33 teachers, 100% are licensed and permanently assigned to the school.

## **Reading and Writing**

To meet the Performance Standards for Language Arts, P.S. 31 continues to follow the Teachers College Reading and Writing Project. There is participation in Columbia Writer's Workshop and Reader's Workshop, Making Meaning and Being a Writer.

Professional development is attended by a number of teachers and is rotated to ensure that as many teachers as possible attend. Two LEAD teachers attend monthly meetings and turnkey the information to administration and staff members.

Each classroom teacher, cluster teacher, and support staff participates in a school-wide Book-of-the-Month program. Every month, a book is chosen with a universal theme that encourages the school community to utilize all components of basic literacy in a shared reading and writing experience. This program also allows siblings to share a common literary gift at home.

## **Mathematics**

All classes K through 5 have implemented the Macmillan/McGraw Hill Mathematics program. This program offers concrete instruction as well as real-world problems. Various levels are addressed within this program providing a basis for differentiating instruction. Manipulatives also accompany the MacMillan program, again offering hands-on instruction. Flexible grouping is encouraged when differentiating instruction. This program also lends itself to the Math Workshop model and integrates literacy. The school has also implemented the Exemplars Mathematics Program to provide students with performance based problems at varying levels.

The principal posts a math challenge for the students each week in the lobby.

## **Specialists**

The school employs specialists that work with the children. Each class has the opportunity to go to computer, physical education, music, art, science and instrumental music on a rotational basis. The specialists are highly qualified in their areas and they expose the children to a variety of instruction outside of the core classroom.

The Bayside school is dedicated to the arts. The children are exposed to music instruction, drama, dance, storytelling and more throughout the school year.



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	The Bayside School				
<b>District:</b>	26	<b>DBN #:</b>	26q031	<b>School BEDS Code:</b>	342600010031

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	x Pre-K	x K	x 1	x 2	x 3	x 4	x 5	● 6	● 7
	● 8	● 9	● 10	● 11	● 12	● Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10				2007-08	2008-09	2009-10
Pre-K	30	32	36				96.3	96.1	95.9
Kindergarten	61	81	67						
Grade 1	83	59	86	<b>Student Stability: % of Enrollment</b>					
Grade 2		89	65	(As of June 30)			2007-08	2008-09	2009-10
Grade 3	89	79	84				94.0	92.8	
Grade 4	94	105	111						
Grade 5	97	96	102	<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)			2007-08	2008-09	2009-10
Grade 7							38.4	32.9	56.3
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)			2007-08	2008-09	2009-10
Grade 11							1	0	
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)			2007-08	2008-09	2009-10
Total	576	519					11	5	16
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10				2007-08	2008-09	2009-10
Number in Self-Contained Classes	0	0	0	(As of June 30)					
No. in Collaborative				Principal Suspensions			0	0	0

DEMOGRAPHICS							
Team Teaching (CTT) Classes							
Number all others				Superintendent Suspensions	1	0	0
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	102	89	101	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	4	1	9	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	35	33	33
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	4	4	4
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	2	4
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	
American Indian or Alaska Native				Percent more than two years teaching in this school	77.1	75.8	
Black or African American				Percent more than five years teaching anywhere	54.3	63.6	
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher	91.0	94.0	
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.5	98.2	100
Multi-racial							
<b>Male</b>							
<b>Female</b>							

2009-10 TITLE I STATUS				
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input type="radio"/> Title I Targeted Assistance	<input type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="radio"/> 2006-07	<input type="radio"/> 2007-08	<input type="radio"/> 2008-09	<input type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input checked="" type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level ( <input checked="" type="checkbox"/> )			Secondary Level ( <input checked="" type="checkbox"/> )			
	ELA:	x		ELA:			
	Math:	x		Math:			
	Science:	x		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	x	x	x				
Ethnicity							
American Indian or Alaska Native							
Black or African American	x	x					
Hispanic or Latino	x	x					
Asian or Native Hawaiian/Other Pacific Islander	x	x					

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
White	x	x				
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	x	x				
Limited English Proficient	x	x				
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>	7	7	1			
<b>Key: AYP Status</b>						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></p>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	78.3	Quality Statement Scores:	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	17.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	50.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

The progress of the students at P.S. 31 continues to make positive strides despite the rescaling of the levels of proficiency making it more difficult for student to receive a proficient grade in both English Language Arts and Mathematics.

In the student performance section of the 2009-2010 progress report representing 25% of the overall score P.S. 31 received a "B", earning **14.3 points** out of a possible 25. In English language Arts 74.9% of students were proficient at levels 3 or 4 in, with a median student performance of 3.33. In mathematics there were 84.5% of student proficient at levels 3 or 4, with a median student proficiency at 3.96.

In student progress there was continued growth as we received an "A" in this section comprising 60% of our overall score. We received **46.1 points** out of a possible 60. In English language Arts our schools median growth percentile was 83.0% and the median growth percentile for the school's lowest third was 86.0%. In mathematic our median growth percentile was 78.0% and the median growth percentile for the schools lowest tired was 76.0%

In the School environment section of the 2009-2010 progress report, P.S. 31 received **7.5 points** out of 15 points which accounts for 15% of the over score. The school environment section includes academic expectation, communication, engagement, and safety and respect as survey by the parents and teachers at P.S. 31.

The school received an additional **6.8 points** of additional credit for exemplary proficiency gains. A .5 credit was given for a 25.9% gain of our SETSS student in ELA, and a 1.0 credit for a 51.9% gain for our SETSS students in Math. For subgroups which reached the 75<sup>th</sup> growth percentile or higher we received a .75 credit for a 52.2% gain of our English Language Learners in ELA, and a 1.5 point credit for a 53.6% gain of our English Language Learners in Math.



## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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1. By the end of June 2011, all students in grades 3-5 will improve their comprehension skills as measured by making at least one years progress, moving along the continuum of Levels A-W, on the TCRWP Independent Reading Levels.
  
2. By the end of June 2011, 85% of our students will show an increase in their problem solving and number sense.
  
3. By the end of June 2011, the learning for all students will be enhanced with enrichment activities as evidenced by students' checklists noting participation in at least two activities involving arts partnerships, enrichment clusters, in-depth research projects, student presentations and performances, and/or rigorous end of unit creative performance assessments.
  
4. By June 2011, the overall communication between parents, teachers and administrators will improve by at least a one point increase, moving from a score of 7.4 on communication from 2009-10 Environmental Learning survey to at least 8.0 on communication in the 2010-11 Environmental Learning survey.



**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>1. By the end of June 2011, all students in grades 3-5 will improve their comprehension skills as measured by making at least one years progress, moving along the continuum of Levels A-W, on the TCRWP Independent Reading Levels.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Teachers will utilize effective conferencing strategies in order to plan for differentiation and meet the needs of individual students</li> <li>• In September, the Inquiry Core Team and at least 90% of the staff as Inquiry Teams will participate in Action Research for targeted group of students to explore effective instruction for reading</li> <li>• Teachers and Inquiry Team will collect data and maintain a data portfolio to drive planning for differentiated instruction</li> <li>• Teachers will collect on-going data</li> <li>• Teachers will use a balanced literacy approach to support students in meaningful accountable talk and classroom discussions around “big ideas”</li> <li>• Making Meaning reading program will continue in the reading block</li> <li>• One full-time AIS teacher will work with small groups of struggling students daily on a pull-out basis to provide instructional support around goals</li> <li>• Reading Recovery will support struggling first graders – on sixteen to 20 week cycles with four students on a one-to-one basis</li> <li>• One reading specialist and IEP teacher will work daily with the Wilson program to assist students who need support in phonemic awareness and fluency.</li> <li>• AIS small group instruction for struggling students in grades 3-5 will be offered after school 4 times per week</li> <li>• 2 Lead Teachers and Mentors will model lessons and meet with teachers to analyze student work and instruction</li> <li>• ESL and Resource Room teachers will provide workshops on ESL and Special</li> </ul>

	<p>Education strategies and modifications to assist teachers in better understanding and providing instruction that addresses their specific needs</p> <ul style="list-style-type: none"> <li>• Schedule monthly grade conferences for teachers to look at student work and to share resources</li> <li>• Two lead teachers will attend monthly Coach meeting to enhance their own professional growth in helping teachers use data to improve reading comprehension</li> <li>• One period per week of the extended day time will be dedicated to studying student work in teams and analyze data to plan for differentiation</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Budget monies for books and for professional development activities</li> <li>• Schedule per diem days for teachers to participate in PD activities</li> <li>• Allocate monies to hire AIS teachers</li> <li>• Schedule per session days for Inquiry Team members to meet before/after school</li> <li>• Schedule common prep time for each grade to meet at least one time per week for lower grades and two times per week for upper grades</li> <li>• Schedule on 37.5 minute period for teacher meetings</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Students will show progress in comprehension as measured by their movement in Fountas and Pinnell reading levels, Teachers College Running Records, BeBop Assessments, Conference Notes and Teacher Created Assessments and Rubrics</li> <li>• All Teachers will maintain an on-going student progress/data folder to compare and measure the growth, progress and level of sophistication of their work in reading and writing</li> <li>• Students will be able to apply and transfer strategies and skills they have learned about questioning and synthesizing across disciplines and across a wide variety of fiction and non-fiction text</li> <li>• Students will show an increase in scores on the periodic assessments</li> <li>• Students will show progress in comprehension skills as measured by Acuity and Scantron Assessments</li> </ul>

**Subject/Area (where relevant):**

**Mathematics**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>2. By the end of June 2011, 85% of our students will show an increase in their problem solving and number sense skills.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will meet during common prep times with administrators and lead teachers throughout the school year to enhance problem solving and number sense for their students</li> <li>• Professional development around Exemplars program, problem solving skills and analyzing student work will be provided by the Network Math Specialist as needed</li> <li>• Teachers will keep an on-going student assessment folder to track student progress and inform instruction</li> <li>• Teachers will devise games and activities to ensure knowledge of math concepts and vocabulary essential to successful problem solving</li> <li>• Students will work collaboratively to discuss ultimate solutions to problems to pose questions, to clarify and expand ideas, and to provide evidence for their thinking</li> <li>• Students in all grade will work with computer specialist on computer problem solving games</li> <li>• One classroom teacher, provided with an additional prep, will work with struggling math students in grades 3-5 to provide math AIS during the school day</li> <li>• Math AIS will be offered to struggling students in grades 3-5 after school two times per week by classroom teachers</li> <li>• Math Enrichment will be offered to students after school in grades 3-5 two times per week by classroom teachers</li> <li>• Teachers will post a math “Problem of the Day” in all classrooms</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Schedule common preps one time per week for teachers to participate in planning and sharing resources</li> <li>• Schedule additional prep period for teachers who work with AIS students</li> <li>• Budget monies for per session and per diem days for teachers to participate in PD activities</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Students will show an increase in problem solving skills as measured by Acuity, teacher-made assessments and Exemplars rubrics
- Teachers will maintain an on-going math/data folder with evidence of student progress
- Teachers will analyze hard and soft data to monitor students progress and differentiate instruction based on the data
- Administration will visit classrooms to monitor student progress
- Students will respect and listen attentively to one another, pose and clarify questions based on problem solving
- Teacher will demonstrate how to write about mathematical solutions
- Students will more effectively describe problem solving strategies in writing

**Subject/Area (where relevant):**

**Enrichment**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>3. By the end of June 2011, the learning for all students will be enhanced with enrichment activities as evidenced by student checklists noting participation in at least two activities involving arts partnerships, enrichment clusters, in-depth research projects, student presentations and performances, and/or rigorous end of unit creative performance assessments.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will use Bloom’s Taxonomy for enhancing and enriching questioning in the classroom including maintaining a “Bloom Board” for enriched differentiation</li> <li>• All students will receive instrumental and/or choral music instruction one time per week</li> <li>• Upper grade students will participate in Ballroom Dance in the Fall</li> <li>• Identified students will participate in after school enrichment in math and/or reading</li> <li>• Identified students will participate in extended-day band in grades 4 and 5</li> <li>• Staff will receive additional training two to three times throughout the year, in the Independent Investigative Research Method for use in their classrooms</li> <li>• School Enrichment model will be continued in all grades</li> <li>• Elicit outside community based volunteers to work on grade-wide projects throughout the year</li> <li>• Enrichment clusters will be formed for all grades in cycles throughout the school year</li> <li>• Administrators and LEAD teachers will assist teacher in integrating students performances with their units of study</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Budget for full-time music teacher</li> <li>• Utilize grant from Great Neck Arts Center to continue part-time band program</li> <li>• Schedule common preps for teachers to meet and plan for enrichment activities</li> <li>• Budget for per diem and per session time for teachers to attend PD</li> <li>• Plan for scheduling of enrichment clusters with classroom and cluster teachers</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Projected accomplishments that student learning is enhanced through enrichment activities
- Students will participate in 4 independent IIM research projects that foster higher-level thinking skills
- All students will participate in music, dance and art instruction to foster creativity and critical thinking
- Students will participate in at least one Enrichment Cluster
- Students will participate in culminating events which celebrate learning and extend the curriculum throughout the school year

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>4. By June 2011, the overall communication between parents, teachers and administrators will improve by at least a one point increase, moving from a score of 7.4 on communication from 2009-10 Environmental Learning survey to at least 8.0 on communication in the 2010-11 Environmental Learning survey</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• PTA will hold monthly meetings with “Citizen/Student/Most Improved Student of the Month Awards distributed</li> <li>• Parent Coordinator in conjunction with teachers will provide workshops for parents to include, but not limited to, standardized tests, promotion policies, curriculum, parental involvement in education, literacy and math strategies as needed throughout the school year</li> <li>• Expand pool of translators, including parent volunteers, for school and community outreach, particularly in languages of highest concentration (Korean, Chinese and Spanish) and disseminate availability of this service to non-English speaking parents in their primary language</li> <li>• Continue PTA and school supported events to bring families together, such as 31 Recitals, Book Fair, Fifth Grade Ballroom Dance, Class Plays, Spring and Winter Concerts, Family Fun Carnival Night and Family Movie Nights</li> <li>• More written communication will be sent home to parents regarding students’ progress and school functions</li> <li>• Teachers will send home monthly newsletters to parents regarding curriculum</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Budget monies for parent workshops</li> <li>• Budget monies for translators</li> <li>• Organize teachers attendance at parent functions</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Projected accomplishments will be better communication among parents, teachers and administrators</li> <li>• Increased attendance at monthly PTA meetings</li> <li>• Higher rates of attendance at workshops and meetings with parents and teachers</li> <li>• Higher number of parent participants at family events</li> <li>• Higher number of active parent volunteers from previous year</li> </ul>



## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A	2			
3	30	30	N/A	N/A	3		1	
4	30	30			2		2	
5	30	30			1			
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>❖ Reading recovery implemented for identified students in first grade, service provided during the regular school day</li> <li>❖ Great Leaps for selected students – instruction in the morning from 8:20-8:40</li> <li>❖ Wilson utilized by two reading specialist and IEP teacher. Students are assessed and identified as needing services. Instruction provided within the regular school day</li> <li>❖ AIS reading provided to at-risk students by two reading teachers throughout the regular school day</li> <li>❖ Small group, differentiated instruction given to students during the regular school day</li> <li>❖ G.O.A.L. Reading program being implemented for struggling students</li> <li>❖ Extended day reading assistance</li> <li>❖ AIS reading offered to at-risk students after school two x per week</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>❖ AIS math provided to at-risk students during the regular school day</li> <li>❖ Small group, differentiated, instruction with classroom teachers during the regular school day</li> <li>❖ Extended Day Math assistance</li> <li>❖ AIS math offered to students 2x per week after school</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>❖ Small group differentiated instruction with the school day</li> <li>❖ AIS after school within reading in the content areas</li> <li>❖ Extended Day – science cluster pushes in to classroom</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>❖ Small group differentiated instruction with the school day</li> <li>❖ AIS after school within reading in the content areas</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>❖ Guidance Counselor sees at-risk students identified by parents and teachers and Pupil Personnel Team</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>❖ School Psychologist sees at-risk students identified by parents and teachers and Pupil Personnel Team</li> </ul>

<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"><li>❖ School Social Worker sees at-risk students identified by parents and teachers and Pupil Personnel Team</li></ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"><li>❖ Nurse provides at-risk health services as noted on 504 forms and as needed</li><li>❖ Nurse will provide workshops on child-related illness and health issues</li></ul>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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The mission of the ESL program, English as a Second Language, at P.S. 31 is to provide all ELLs with an appropriate ESL instructional curriculum. ESL instruction addresses the linguistic needs of ELLs, and all content areas as indicated by NYS ESL learning standards and performance indicators. P.S. 31 has 2.5 certified ESL teachers who provide instruction with instructional materials in English using ESL methodology. Students are grouped according to grade level and proficiency levels. Class sizes range from 10-18 ELLs per group. All ESL instruction is delivered in English.

The ESL teachers receive extensive training to identify and assess first time students who have entered into the NYC public school system. Students are identified through the Home Language Identification Survey. Once they are identified they are tested using the LAB-R. The LAB-R is administered only once to each student in order to determine eligibility for bilingual or English as a Second Language (ESL) services. Students who are eligible and score below the cut-off score on the LAB-R will be seen 360 minutes a week. Students who are eligible for ESL and score above the cut-off score on the LAB-R will be serviced 180 minutes a week. Every spring, ELLs will take the New York State English as a Second Language Achievement Test (NYSESLAT) to determine if the student will continue to receive services for the next school year.

The ESL curriculum aligns with the each grade's curriculum to provide support for the ELLs by incorporating ESL instructional strategies in every lesson. Techniques and strategies provide practice in listening, speaking, reading, and writing in English. A hands-on philosophy encourages the students to become participants in their own learning and provides a more exciting approach to English language acquisition. Balanced-literacy, language experience approach, the natural approach, cooperative learning, and total physical response, are several of the varied instructional strategies used to meet the diverse needs of students and help develop the children's individual schemata. Realia, manipulatives, visuals, choral speaking, jazz chants, big books, audiotapes and computer programs are utilized to encourage language acquisition and development. Children are given opportunities to utilize their individual strengths and talents in responding to language learning. This, in turn, gives them the confidence to tackle areas of language learning that they find more difficult. In addition, after school programs are available to ELL students to further enhance their language acquisition and to work towards meeting grade standards.

Through our extensive training from Columbia University Teachers College, we have incorporated balanced-literacy strategies into our ESL program. Structures include Guided Reading/Shared Reading, Read Aloud, Independent Reading and Word Work. Our small classroom setting provides an atmosphere conducive to a productive Reading/Writing Workshop model. Continuous reading and writing conferences allow for ongoing assessment of students' needs in order to individualize and differentiate instruction.

ELL students are required to take the Math state assessment tests; therefore, our Math instruction is designed to prepare them to meet the Standards. Extensive use of manipulatives and hands-on activities develop a concrete understanding of mathematical concepts. To extend mathematical reasoning to the abstract level, students are supported to develop higher-level critical thinking skills through the use of problem solving strategies and real life application.

The English Language Arts test is now a required test for ELLs who have been in the program for one year or more. Using ELA structured materials we familiarize ELLs with the test format. Using fiction and non-fiction passages, students are taught note taking and listening strategies, use of graphic organizers, writing constructive, extended and short answer responses, as well as editing and multiple-choice test taking skills. Understanding directions and vocabulary specific to the test are also addressed.

In order to meet the goals set for all students a supplementary instructional program was instituted after school. Language Arts and math will be the focus of these groups. The instruction will focus on academic vocabulary, mathematical word problems and ELA strategies. The small groups will meet twice a week, for one hour from September to December and again from January to April.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Frequent professional development is provided for the ESL teachers at P.S. 31. As a result of the on-going professional development, the ESL teachers are able to improve the education of ELLs not only in the area of language acquisition but also in meeting New York State Learning Standards. In addition, certified teachers, administrators, and others are provided with the opportunity to participate in professional development that focuses on the instructional needs of ELLs.

Once a month the entire staff remains after-school to attend a faculty conference. During these conferences designated speakers have a forum in which to clarify their area of expertise. At this time the ESL teacher will address the staff regarding implementing specific ESL strategies to assist teachers in modifying their lessons for ELLs. Also, during monthly grade meetings held throughout the year the ESL teachers will attend to assist in aligning their curriculum with that of the classroom teacher’s curriculum. These meetings also inform teachers about strategies and techniques to apply in the classroom setting to help their ELL students. Teachers will become familiar with the stages of language acquisition in order to form reasonable expectations for their ELL students. Our goal is to educate the staff about multi-cultural differences and linguistic differences to enable them to understand and accommodate the ELL population in our school. The ESL teachers will give instruction at these meetings at least four times a year.

ESL teachers will also have the opportunity to attend workshops within the ISC and through outside sources.

Parents will be invited to for ESL workshops which will be given by the ESL teachers and facilitated by the parent coordinator. Parent workshops will include but not be limited to:

- Helping children attain the English language
- Preparing for Statewide Tests
- Managing stress

**Section III. Title III Budget**

School: PS 31Q\_ BEDS Code: .342600010031

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	11,600	<b>After school program incorporating academic vocabulary instruction with technology and photography</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	5,000	<b>Trade books, printer ink, photo paper, plain printer paper, binding materials</b>
<b>Educational Software (Object Code 199)</b>		(
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	16,260	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
  - ❖ The Parent Teacher Association (PTA) conducted a survey of preferred contact languages.
  - ❖ The school reviewed the language surveys
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
  - ❖ Findings were reported at PTA meetings

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
  - ❖ A stamp requesting translation is put on all correspondence sent by the school
  - ❖ Parents provide written translation of notices
  - ❖ Where possible outside translation services are utilized
  - ❖ Notices sent in various language from the DOE are sent home in native languages

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
  - ❖ School messenger delivers announcements to parents in translated languages
  - ❖ Phone interpretation is used during meetings
  - ❖ Parent volunteers and school staff provide interpretation
  - ❖ Outside vendors are used for interpretation during parent teacher conferences
  
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
  - The school will ask staff and parents to provide translation services
  - Outside translation services will be employed
  - School will use School Messenger Program to translate messages in various languages



**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		241,351	241,351
2. Enter the anticipated 1% set-aside for Parent Involvement:		2,414	2,414
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	na
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_ 100\_\_\_\_\_
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
- 2.
3. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

Pages 17, 18, 19

4. Instruction by highly qualified staff.

5. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Pages 17, 18, 19

6. Strategies to attract high-quality highly qualified teachers to high-need schools.

na

7. Strategies to increase parental involvement through means such as family literacy services.

Pages 17, 18, 19

8. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Na

9. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Pages 17, 18, 19

10. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Pages 17, 18, 19

11. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. na

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA,

Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program ( <input checked="" type="checkbox"/> )			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check ( <input checked="" type="checkbox"/> ) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check ( <input checked="" type="checkbox"/> )	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal	x			241,351		

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
  
4. Coordinate with and support the regular educational program;
  
5. Provide instruction by highly qualified teachers;
  
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  
7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are currently no students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 031 Bayside					
<b>District:</b>	26	<b>DBN:</b>	26Q031	<b>School</b>		342600010031

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11
	K	v	4	v	8	12
	1	v	5	v	9	Ungraded
	2	v	6		10	

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	32	36	36		96.3	96.1	95.9
Kindergarten	87	67	73				
Grade 1	59	86	67	<b>Student Stability - % of Enrollment:</b>			
Grade 2	79	65	85	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	98	84	71		94.0	92.8	93.6
Grade 4	105	111	89				
Grade 5	96	102	122	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		38.4	56.3	59.0
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	0	0
Grade 12	0	0	0				
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Total	556	551	543	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					11	5	16

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	6	6	7	Superintendent Suspensions	1	0	0
Number all others	33	38	35				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	35	33	33
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	4	4
# receiving ESL services only	89	101	TBD				
# ELLs with IEPs	1	9	TBD	Number of Educational Paraprofessionals	1	2	4

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	77.1	75.8	97.0
				% more than 5 years teaching anywhere	54.3	63.6	81.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	94.0	97.0
American Indian or Alaska Native	0.2	0.2	0.2	% core classes taught by "highly qualified" teachers	97.5	98.2	100.0
Black or African American	8.3	8.7	8.8				
Hispanic or Latino	18.7	20.0	18.4				
Asian or Native Hawaiian/Other Pacific	52.5	51.7	53.8				
White	19.6	18.9	18.8				
<b>Male</b>	53.4	53.7	51.9				
<b>Female</b>	46.6	46.3	48.1				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v	-				
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>7</b>	<b>7</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	74.7	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	7.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	14.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	46.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.8						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## **Parent Involvement Policy and School Compact for PS 31**

The aim of this policy is to develop a parent involvement program that will ensure effective parent involvement in order to maintain a positive relationship between parents and school to enhance student achievement. PS 31 is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and its families. PS 31's policy is designed to keep parents informed by actively involving them in planning and decision making in support of the education of their children. Parents are encouraged to participate on the School Leadership Team, the Parent Teacher Association, the Title I Advisory Council, and as volunteers. PS 31 supports parents and families of Title I students in the following ways:

1. Sharing information about school, meetings, workshops and other school related activities in languages that parents can understand and in various modalities, such as email, school messenger phone service and back packed letters
2. Encouraging a positive and caring home-school partnership to ensure that parents can support their child's progress
3. Providing workshops to parents in understanding assessments
4. Providing training and materials to assist parents in working with their children on grade level curriculum
5. Providing professional development to staff to help foster outreach to parents

PS 31's Parent Involvement Policy was aligned with a careful needs assessment of all parents. This included parents of children with disabilities and parents of children who are English Language Learners. This needs assessment can be found in our CEP on page 12. To increase and improve parent involvement and school quality PS 31 will:

- Actively involve parents in the planning and evaluation of the effectiveness of the school's Title I program as outlined in the CEP
- Engage parents in discussions and decisions regarding parent Title I set-aside funds which are allocated to schools to promote parent involvement
- Ensure that Title I funds for parent involvement are used to implement activities and strategies as described in our Parent Involvement Policy and Compact
- Support school committees that include parents who are members of the School Leadership Team, the Parent Teacher Association and the Title I Advisory Council
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will assist in providing parent workshops based on the assessed needs of our community. The Parent Coordinator will maintain a log of events and activities planned for parents each month and file a report with OFEA
- Conduct parent workshops which may include, but are not limited to, parenting skills , grade level curriculum, assessments, technology training, literacy and math skills
- Host Title I annual meeting on or before December 1<sup>st</sup> of each school year
- Schedule additional parent meetings as needed with flexible times, such as mornings or evenings to share information
- Translate critical school documents and provide interpretation

PS 31 will further school level parent involvement by:

- Hosting educational family events during Open School Week and throughout the year
- Encouraging parent participation on School Leadership Team, Parent Teacher Association and Title I Advisory Committee
- Encouraging more parents to become school volunteers
- Providing progress reports to keep parents informed of their children's progress

- Providing school planners for regular written communication between teacher and home

PS 31 is implementing a School-Parent Compact to strengthen the connection and support of student achievement between school and families. The PS 31 staff and the parents agree that this Compact outlines how parents, the entire school staff and the students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children meet State Standards.

#### School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable students to meet and exceed them:

- Efficient use of teaching time
- Implementing curriculum aligned to State Standards
- Implementing use of Common Core State Standards
- Offering high quality instruction
- Providing instruction by highly qualified teachers
- Provide a “respect for all” environment

Support home-school relationships and improve communication by:

- Holding parent teacher conferences two times per year to discuss each child’s individual achievement
- Convening a Title I Annual meeting prior to December 1<sup>st</sup> of each school year
- Providing additional meetings at flexible times including child care when needed
- Providing translated documents and interpretation services to ensure participation in each child’s education
- Relaying information in a variety of formats and languages
- Involving parents in the planning process to review, evaluate and improve the Title I program, Parent Involvement Policy and this Compact

- Provide parents with information regarding student performance and assessment results in a timely fashion

Provide parents reasonable access to staff by:

- Notifying parents of procedures to arrange appointments with their child's teachers or other staff members
- Arranging for parents to volunteer with their child's class
- Planning activities for parents during the school year
- Providing interpretation services for accurate communication

Provide general support to parents by:

- Creating a supportive effective learning community for students and a welcoming environment for parents/guardians
- Assisting parents in understanding academic goals and standards and in how to monitor their child's progress effectively
- Sharing best practices for effective communication and collaboration with members of the school community
- Supporting parent involvement activities
- Ensuring that Title I funds are allocated to support activities as described in the PIP and in this Compact

Parent/Guardian Responsibilities:

- Ensure that my child arrives to school on time and monitor my child's attendance
- Ensure that my child comes to school rested by setting a schedule and routine based on the age/needs of my child
- Check my child's homework and assist when necessary
- Read to or monitor my child's reading each day for a minimum of time allotted for each grade
- Limit the amount of electronics and television on a daily basis
- Promote positive extracurricular activities such as sports or quality family time
- Encourage my child to follow and respect school rules

- Volunteer in my child's school or assist from home when possible
- Participate, as appropriate, in my child's education by:
  - Communicating with my child's teacher
  - Responding to notices, surveys and feedback forms when requested
- Participate in training offered by the school or outside sources when possible
- Take part in the PTA, SLT or other parent committees when possible
- Share responsibility for the academic needs and achievement of my child

### Student Responsibility

- Attend school daily and arrive on time
- Complete my homework assignments and submit on time
- Follow and respect school rules
- Try to resolve disagreements peacefully
- Always try to do my best academically and socially

The Parent Involvement Policy (including Compact) was distributed for review by Terri Graybow on October 10, 2010.

The Parent Involvement Policy was updated November 16, 2010

The final copy was distributed to the school community on January 19, 2011 and a copy will be kept in the Parent Coordinator's office.

A copy of the final version will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>2.05</b>	District <b>26</b>	School Number <b>031</b>	School Name <b>The Bayside School</b>
Principal <b>Terri Graybow</b>		Assistant Principal <b>Tony Kossovitsas</b>	
Coach <b>N/A</b>		Coach	
Teacher/Subject Area <b>MaryAnne Gaudio/ESL</b>		Guidance Counselor <b>Aimee Serfaty</b>	
Teacher/Subject Area <b>Claudia Rocchio/ESL</b>		Parent	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Randi Halvey</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Marguerite Straus</b>		Other <b>type here</b>	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>540</b>	Total Number of ELLs	<b>79</b>	ELLs as Share of Total Student Population (%)	<b>14.63%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

In order to identify which students may be English Language Learners, the process begins by giving parents a Home Language Identification Survey (HLIS) at registration. Parents fill out the HLIS and a certified ESL teacher has an informal oral interview in English and the native language. After screening the results of the HLIS and the interview, and if the student's home language is a language other than English, the ESL teachers formally administer the LAB-R Test to see how proficient the student is in English. After calculating the results of the LAB-R, and if the student is below the cut off score, he or she is then officially identified as an English Language Learner. Eligible ELL's are administered the LAB-R in English and Spanish. Spanish LAB is given when appropriately needed for Spanish speakers. The results of the Spanish LAB allow the ESL teacher to determine whether the students are literate in their native language. Then the ELL students are placed in groups based on their grade level, proficiency level, and the allotted time required for either beginner, intermediate or advanced levels.

In order to annually evaluate students' progress, each ELL child is administered the New York State English as a Second Language Achievement Test (NYSESLAT) during administration windows. Test results are then used to aid in determining the students' placement in the ESL program for the following school year. Results are also used to facilitate changes in allotted times of ESL instruction based upon each student's proficiency level.

When a new student is identified as an English Language Learner at PS 31, their parents are sent a notice in their home language inviting them to attend a Parent Orientation. Materials are provided in the parents' home language. At this time parents view the Orientation Video for Parents of Newly Enrolled English Language Learners, which comes in many languages and explains the various program options available. Parents are informed of the three program choices and have the opportunity to ask for clarification. Our parent coordinator is also fully knowledgeable about the parent program options and is always accessible for parents as an additional resource. The ESL teachers speak with the parents about the various program options, answer questions for parents, and explain and clarify the program choices. The parents of ELL's at PS 31 are given a Parent Survey and Program Selection Form and parents are given the option to select one of the following three programs:

1. Transitional Bilingual Education
2. Dual Language
3. Freestanding ESL

This meeting is held in September and repeated throughout the school year as incoming ELL's enter the program. After parents have selected their program of choice, Entitlement letters are sent out to all parents in their native language. When they are returned, we check off who returned the Entitlement Letter and the Parent Survey and keep a record of this on our ESL Current Caseload. This entire process takes place within the first ten days of students' admission into our school.

Based on the responses from the Parent Surveys, the parents opt for the Freestanding ESL Program in our building. If a parent opts for another choice we in fact help them find a school with the choice of program they would prefer for their child. However, all parents are very pleased with the choice of the Freestanding ESL Program offered here at PS 31.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K \* 1 \* 2 \* 3 \* 4 \* 5 \*

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	78	Newcomers (ELLs receiving service 0-3 years)	69	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 69	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 79
<b>Total</b>	<input type="checkbox"/> 69	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 10	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 79

Number of ELLs in a TBE program who are in alternate placement:

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	5	5	1	1	2								17
Chinese	9	6	8	3	6	4								36
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	1	6	3	3	4	3								20
Punjabi														0
Polish														0
Albanian														0
Other		2	1	1	1	1								6
<b>TOTAL</b>	<b>13</b>	<b>19</b>	<b>17</b>	<b>8</b>	<b>12</b>	<b>10</b>	<b>0</b>	<b>79</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

PS 31 provides instruction to English Language Learners through a Freestanding English as a Second Language model. When it is possible, the push-in model for ESL instruction is implemented. We have one full-time teacher and one half-time (.5), both of whom are New York State certified in TESOL .

Our goal is to group ELL's within their grade of the same proficiency levels as determined by the (NYSESLAT) scores and the LAB-R. The goals of our program are to: provide academic content area instruction in English using ESL methodology and instructional strategies; provide instruction in English with native language support; assist students in achieving the state designated level of English proficiency for their grade; help each student meet or exceed New York State and City standards. Our ESL teachers follow the mandated number of units of instruction as per NYS CR Part 154. Teachers service Beginner and Intermediate students with 360 minutes of instruction, which is 8 periods per week. Advanced students are serviced with 180 minutes of instruction, or 4 periods per week. Our goal is to closely align curriculum for ELL students so as to scaffold learning and provide additional support. ESL teachers and classroom teachers work collaboratively to ensure that ELL's acquire academic and social language skills necessary to assimilate into their new cultural setting and succeed academically.

Our goal also includes providing academic subject area instruction in English using ESL methodology and instructional strategies. In our program, Language Arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. A leveled library is available to meet the needs of individual reading levels and a Listening library with books on tapes is also supplied to model the English language and increase comprehension, which is especially helpful to newcomers. Lessons focus on the skills of listening, speaking, reading and writing. To enhance learning in the content areas, specifically Math, teachers use a range of objects, props, pictures and charts. We use math manipulatives to clarify concepts and vocabulary as a hands-on approach to learning. ESL teachers are using Science Kits to teach content area. These kits provide a hands-on approach to learning science concepts as well as scientific experiments. Our school utilizes the latest technological advances. as evidenced by the fact that most classrooms are equipped with a Smart Board. The ESL program has ample teaching supplies and instructional materials to enable the ESL teachers to best service their students.

The need to differentiate instruction is based on the varying proficiency levels, which is evident from the NYSESLAT or the new admits LAB-R results. Since the majority of our students scored in the advanced level on the NYSESLAT and LAB-R, it is our goal to help these students reach proficiency level after taking the Spring 2010 NYSESLAT. To effectively prepare these students, it is most important that the ESL teachers pinpoint each child's individual strengths and weaknesses. Reviewing each student's sub-scores from the NYSESLAT or LAB-R enables the ESL teachers to individualize instruction to further meet the specific needs of each student. We use student performance data from many different assessments to plan instruction and differentiate learning to meet the needs of each English Language Learner. The ESL teachers differentiate instruction for each ELL subgroup by having small groups on the same level and focusing on the skill most needed for that particular small group. A differentiated learning environment provides different roads to acquiring content, processing or making sense of ideas. Again our aim is to meet or exceed State and City Standards, for students to achieve English proficiency for their grade, and to better prepare students to enter the mainstream classroom when exiting from the ESL program.

At the present time our school does not have any SIFE students in our ESL program, however, our plan for meeting their needs is to offer more practice in the four modalities through an additional teaching period. Our SIFE students receive extended instructional time in our after-school classes in small groups or through tutoring.

Our plan for newcomers and the students who have been in school less than three years, is to assist them in acquiring social skills. In addition teachers use various teaching methods and materials such as: Total Physical Response, visuals and props, picture words, environmental print, teaching phonics, and simple sentences. We pair students with other students of the same home language to make this transition smoother. We have also designed a newcomers packet with appropriate learning activities.

To assist newcomers in acquiring social skills and language in English, our program has 1 period a week designated "At-risk" specifically for new admits. In addition to the At-risk period, we pair students with another ESL student of the same language to make this transition smoother. We have also designed a newcomers packet with appropriate learning activities. Instruction for students in this category focuses on phonics and the acquisition of new vocabulary.

After careful review of student performance data of English Language Learners receiving ESL instruction for 4-6 years, we design units of

study to meet the diverse needs of this subgroup while focusing on grade-level and course standards. These ELL's receive an additional period of instruction in the area most needed. In addition, ELL's who have been in our program for 4-6 years are offered our Title III After-School program and our AIS After-School program to reinforce their coursework.

When indeed we have Long-Term ELL's at P.S. 31, we have an established plan to further support these ELLs. In addition to receiving differentiated instruction in their classroom as well as ESL instruction that is based on their individual needs, these ELL's are offered At-Risk services such as Reading, SETSS, Wilson or Math At-Risk. They are also offered an AIS after-school program. In addition, these students are given extra periods of ESL instruction beyond their required units. They are offered to participate in our Title III After-School program which is specifically for English Language Learners, and they are offered extended day assistance as well. Instruction for students in this category focuses on refining grammar, reading comprehension, and becoming better writers. Some of these long-term ELL's receive SETSS or related services such as Speech or Counseling as per their IEP if indeed there is an IEP.

For ELL's identified as having special needs our plan of action is as follows:

PS 31's Pupil Personnel Team is highly trained in carefully identifying the individual needs of each student. When an English Language Learner is experiencing difficulties in both his or her native language and English which requires additional academic support, such as Speech, Special Education Teacher Support service, Occupational/ Physical Therapy and or Counseling, the committee will initiate a referral to the Committee on Special Education with parental permission, and they evaluate the student for proper placement. If the ELL student receives an Individualized Education Plan (IEP), all teachers working with the child are then responsible for ensuring that the goals set fourth are addressed while incorporating effective ESL strategies. Instruction for students in this category incorporates much repetitive teaching.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

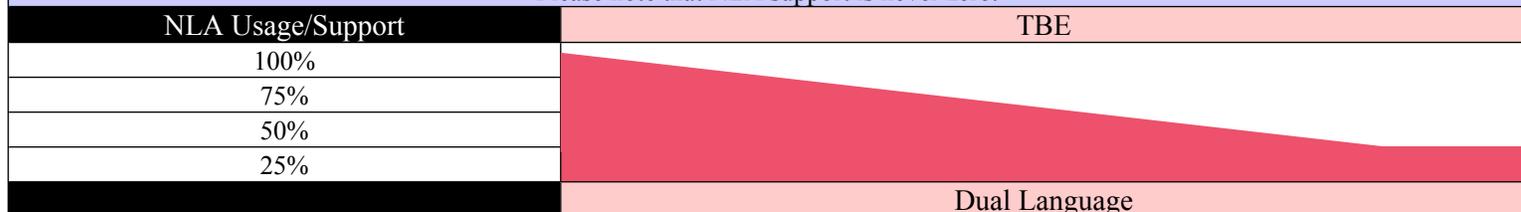
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

## B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Targeted intervention in ELA includes an extra period of ELA writing skills instruction with the focus on the mechanics of writing given by the ESL teacher. Targeted intervention in Math includes an extra period of math tailored to meet the needs of our ELL's. A hands-on approach to math instruction with the extensive use of math manipulatives and visuals is the goal here. We offer extra science content area instruction utilizing a multi-sensory approach to learning which assists those ELL's to better understand their science curriculum. Our school also offers other intervention services which include: Resource Room, SETSS, AIS, Reading, Speech, and Guidance.

Our plan for continuing support for transitional students who reach proficiency on the NYSESLAT includes following the state mandate of allowing these students to continue receiving the same testing modifications they received as ELL's for up to two years after passing the NYSESLAT. Students who've recently tested out of our ESL program work with our Literacy Specialist in a small group setting and work on reading and writing skills. When possible, these students also meet as a transitional group in which instruction is tailored to their needs.

This year our Inquiry work will focus on the acquisition of vocabulary by our ELL students. A ten week After-School program will be implemented to assist our students in acquiring academic vocabulary in their content areas.

There are no programs or services for ELL's that have been recently discontinued at PS 31.

All ELL's have equal access to all programs here at PS 31. We offer supplemental services to ELL's after school. There is a Title III after-school program which offers students the opportunity to incorporate digital photography, story writing and learn Power Point to reinforce academic vocabulary. Students meet twice a week. English Language Learners are able to attend our Academic Intervention Services Program (AIS) which includes additional instruction that supplements regular classroom and ESL instruction. We also offer Extended-Day instruction for our ELL's.

To enhance learning in the content areas and in ESL we use a variety of instructional materials. Specifically in Math, teachers use a range of objects, props, pictures, charts, and manipulatives to clarify concepts and increase academic vocabulary. Teachers use Science kits to teach content area Science. These kits provide students with hands-on science experiments to make their learning come to life. Computer software and internet services are also used, as well as books on tape/cd and interactive video stories. Classrooms in our school are also equipped with interactive Smartboards which offer a myriad of information.

Native language support is given to our ELL parents through the direct translation of important information sent home, whenever possible. Native language support is given to our ELL students in the form of bilingual dictionaries and content-area glossaries. Trade books in the students' native language are also part of the ESL teachers' library and are made available to students.

All services provided and resources used correspond to ELLs' ages and grade levels. Our Literacy Specialist also provides instruction on students' appropriate reading levels as well.

To assist our newly enrolled ELL students, our school offers Summer Reading Lists which help students locate and utilize appropriate reading materials in preparation for their school year. We also recommend beneficial language programs for our students offered both in our school as well as in the community.

As a K-5 school, we do not currently offer language electives to our ELL's.

### **C. Schools with Dual Language Programs**

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

N/A

### **D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The professional development plan for ELL personnel at our school is to attend professional workshops (generally) out of the building usually given by the Office of English Language Learners. Our principal, Mrs. Terri Graybow, is a true supporter of continuous learning for her ESL teachers and all teachers of English Language Learners. Professional development has provided our teachers with the opportunity to develop strong pedagogic skills resulting in a higher standard of teaching (although at the present time, current budget cuts limit professional development from private organizations). Monthly grade meetings are held during the year which the ESL teachers attend to assist in aligning their curriculum with that of the classroom teachers. In addition, ESL teachers collaborate with classroom teachers on curriculum planning for the various grades every June.

Staff support in assisting ELL's as they transition from elementary to middle school is provided through collaborative planning. The ESL teachers at PS 31 meet with classroom teachers to discuss the needs of each graduating ELL and to determine best practices for assisting these students with their transition. In addition, the graduating students attend middle school orientation in June. Here they have the opportunity to meet with middle school teachers and ask questions about the middle school environment.

Staff support and ELL training is also provided at various meetings where classroom teachers are given updated strategies and techniques to apply to the classroom setting to help their ELL's. All teachers become familiar with the stages of language acquisition in order to form reasonable expectations for their students. Our goal is to educate and communicate with other staff members about multicultural and linguistic differences to enable them to better understand the ELL population in our school.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

PS. 31 encourages parents to participate and become actively involved in their child's learning processes and academic life. To this end, both classroom teachers and ESL teachers coordinate activities throughout the school year to ensure parental involvement. Parents are invited to attend our "Meet the Teacher" night which includes an international buffet of foods from around the world. This gives parents a chance to become familiar with the school environment and meet their child's teacher in an informal setting. Parents are also invited to attend our "Open House" day during which parents are able to observe and participate in their child's learning both in the ESL class and in his/her regular class. In addition parents are invited and encouraged to attend: monthly class performances, trips, special lessons, and most importantly, Parent-Teacher conferences during which they can discuss their child's progress. Parents will be invited to a culminating activity in which their children present their work from our After School Title III Program.

Parents are also encouraged to attend PS 31's monthly PTA meetings. Our Parent Coordinator is readily available to assist parents with any aspect of their child's education. Parents are invited to ESL workshops which are given by the ESL teachers and facilitated by the Parent Coordinator. Specifically workshops include instruction in helping their children attain the English language and in helping both parents and children assimilate into American society. These workshops also offer both teachers and parents an open forum to discuss any unmet need a parent may have and determine how it can best be addressed. We also inform all parents of adult ESL classes being given at various schools within the community.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
K	1	2	3	4	5	6	7	8	9	10	11	12	TOTA	

															L
Beginner(B)	2	5	3	3	3	1									17
Intermediate(I)		13	7	3	1	2									26
Advanced (A)	11	1	7	2	8	7									36
Total	13	19	17	8	12	10	0	0	0	0	0	0	0	0	79

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	0	1	0								
	I	10	4	1	1	2								
	A	5	6	5	1	1								
	P	1	5	0	7	6								
READING/ WRITING	B	2	2	1	0	0								
	I	13	5	3	2	0								
	A	1	8	2	8	8								
	P	0	1	0	0	1								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4		4	7		11
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	0				0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4			1		7		5		13
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		8		3		12
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	

ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The assessment tool PS 31 uses to assess the early literacy skills of our English Language Learners is ECLAS-2 and the Teachers College program based on Fountas and Pinnell. The data from the ECLAS-2 helps the ESL teachers to pinpoint strengths and weaknesses of their ELL’s from the Phonemic Awareness Strand, the Phonics Strand, the Reading and Oral Expression Strand and the Listening and Writing Strand parts of this assessment. Each strand is scored on a scale by a level 1-8. Typically the data revealed from ECLAS-2 shows ELLs tend to display a weakness in the Phonemic Awareness strand. The Teachers College program based on Fountas and Pinnell allows the ESL teacher, or any other teacher, to assess students in reading for decoding skills and fluency, as well as identify their reading levels and reading strengths and weaknesses, which will then direct the ESL teacher's work with them.

From the Spring 2010 grade 4 New York State Math Test, results indicated that the ELL student population can incorporate mathematical instruction in Freestanding ESL classrooms as an enrichment subject. Since the majority of the ELL’s scored a level 3 or 4 it is evident that math is a strength. Analyzation of the NYS Math Assessment test results has enabled the ESL teachers to plan lessons that build upon their students’ mathematical knowledge while incorporating essential academic language. To further support this goal, math supplies have been added into the ESL classroom to incorporate a hands-on learning experience and develop a concrete understanding of mathematical concepts. To extend mathematical reasoning to the abstract level, students are encouraged to develop higher-level critical thinking skills through the use of problem solving strategies and real life application. \*Please note that the students who took these tests are currently in grade 5 but were in grade 4 when these tests were taken.

After careful analysis of the data from the NYSESLAT it became apparent across proficiency levels that students scored lowest on the writing subtest, followed by the reading subtest. Patterns noticed across the NYSESLAT modalities -reading/writing and listening/speaking- are analogous to this and therefore confirm the need for more direct instruction in reading and writing skills. The rigorous demands of the upper grade writing curriculums require a need for a rich content-specific academic vocabulary. This data will prove very useful in planning for instruction for this school year and supports the need to use multi-sensory and multicultural ESL materials throughout all aspects of instruction.

We use the NYSESLAT, LAB-R and ELL Periodic Assessments to analyze the ELL current levels in the four modalities and then use that data to drive our instruction.

We would evaluate our Freestanding ESL program as a successful one due to implementing high standards for our students. Curriculum, instruction and assessment are aligned with the New York State standards. The languages and cultures are respected in our school. parents

aligned with the parents' requests.

Our ELL's performance is assessed on an ongoing basis. The information obtained is used to determine student academic progress, and the level of English language acquisition. It is our goal here at PS 31 to have all ELL's become highly proficient in English.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		